

## ATTACHMENTS

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Sample Budget: Shared Building with Night High School .....	A
Sample Budget: Expansion to 700 Students .....	B
ISTEP Explanation Letter to Parents .....	E
ISTEP Testing and Enrollment Policy – DOE confirmation .....	F
GEO Foundation Professional Growth Plan .....	G
Sample Standards-Based Lesson Plan/Rubric .....	R
Professional Development Grant – Approval Notification.....	V
Map of Student Population .....	W
School Leadership – Bios .....	X
Board Job Description.....	Y

Student Count

Fiscal Year    2009-2010    2010-2011    2011-2012    2012-2013    2013-2014  
375                      375                      375                      375

I. Revenues						
Carryover from previous period	10,000	12,914	73,421	46,702	59,901	
Per Pupil Payments	2,485,905	2,535,623	2,586,336	2,638,062	2,690,824	
State Grants	180,000	183,600	187,272	191,017	194,838	
Federal Grants	320,000	326,400	332,928	339,587	346,378	
Private Funds						
Other (Briefly detail)						
<b>Total Revenues</b>	<b>2,995,905</b>	<b>3,058,537</b>	<b>3,179,956</b>	<b>3,215,368</b>	<b>3,291,940</b>	
II. Expenditures						
Human Resources						
Director/Principal Salary	85,000	87,550	90,177	92,882	95,668	
Supervisors/Lead Teachers Salaries	65,000	66,950	68,959	71,027	73,158	
Teachers (FT) Salaries	983,369	1,012,870	1,043,256	1,074,554	1,106,791	
Teachers (PT) Salaries	57,518	59,244	61,021	62,852	64,737	
Clerical Salaries	67,465	69,489	71,574	73,721	75,932	
Custodial Salaries		-	-	-	-	
Other (Admin. Staff) Salaries	70,040	72,141	74,305	76,535	78,831	
Payroll Taxes	58,920	60,687	62,508	64,383	66,315	
Benefits	153,179	157,775	162,508	167,383	172,405	
Professional Development	12,500	12,875	13,261	13,659	14,069	
Substitute Teachers	10,000	10,300	10,609	10,927	11,255	
Board Recruitment		-	-	-	-	
Board Development	1,000	1,030	1,061	1,093	1,126	
Other Human Resources Expenses		-	-	-	-	
<b>Total Human Resources</b>	<b>1,563,991</b>	<b>1,610,911</b>	<b>1,659,238</b>	<b>1,709,016</b>	<b>1,760,286</b>	
Facility						
Rent	150,000	150,000	150,000	150,000	150,000	
Mortgage						
Renovation/Construction	100,000		100,000			
Debt Service (please specify outstanding loan obligations) (note 1)	150,000	200,000	250,000	250,000	250,000	
Utilities	65,000	66,950	68,959	71,027	73,158	
Maintenance	10,000	12,000	14,000	16,000	18,000	
Other Facility Expenses	39,000	40,170	41,375	42,616	43,895	
<b>Total Facility</b>	<b>514,000</b>	<b>469,120</b>	<b>624,334</b>	<b>529,644</b>	<b>535,053</b>	

Fall Creek Academy  
Five-Year Projected Budget 2009-2014  
(Submitted as part of the Charter School Renewal Application 2008)

Version #2: Shared Building with Night High School

<b>Materials/Supplies/Equipment</b>									
Textbooks and Other Instructional Supplies	82,500	84,975	87,524	90,150	92,854				
Assessments	10,000	10,300	10,609	10,927	11,255				
Instructional Equipment	10,000	10,300	10,609	10,927	11,255				
Classroom Technology	75,000	75,000	25,000	75,000	75,000				
Office Technology	5,000	5,150	5,305	5,464	5,628				
Instructional Software	20,000	20,000	10,000	10,000	10,000				
Office Software	2,000	2,060	2,122	2,185	2,251				
Library	5,000	5,150	5,305	5,464	5,628				
Office Furniture	500	1,500	1,500	500	500				
Classroom Furniture	10,000	10,300	10,609	10,927	11,255				
Other Equipment	5,000	5,150	5,305	5,464	5,628				
Copying and Reproduction	7,000	7,210	7,426	7,649	7,879				
Postage and Shipping	2,500	2,575	2,652	2,732	2,814				
Telephone and Fax Lines	6,000	6,150	6,365	6,556	6,753				
Long Distance Telephone Expenses	-	-	-	-	-				
Internet Access	10,000	10,300	10,609	10,927	11,255				
Other Materials/Supplies/Equipment	50,000	51,500	53,045	54,636	56,275				
<b>Total Materials/Supplies/Equipment</b>	<b>300,500</b>	<b>307,650</b>	<b>253,985</b>	<b>309,509</b>	<b>316,229</b>				
<b>Additional Costs</b>									
Contracted Services (Note 2)	240,000	222,000	209,000	209,000	209,000				
Business Services (Note 3)	192,500	198,275	204,223	210,350	216,660				
Insurance	30,000	30,900	31,827	32,782	33,765				
Marketing/Development	10,000	10,300	10,609	10,927	11,255				
Legal Expenses	1,000	1,030	1,061	1,093	1,126				
Accounting/Audit	25,000	25,750	26,523	27,318	28,138				
Transportation	61,000	62,830	64,715	66,656	68,656				
Field Trips	10,000	10,300	10,609	10,927	11,255				
Food Service	-	-	-	-	-				
Other (Note 4)	35,000	36,050	37,132	38,245	39,393				
<b>Total Additional Costs</b>	<b>604,500</b>	<b>597,435</b>	<b>595,698</b>	<b>607,299</b>	<b>619,248</b>				
<b>Total Revenues</b>	<b>2,995,905</b>	<b>3,058,537</b>	<b>3,179,956</b>	<b>3,215,368</b>	<b>3,291,940</b>				
<b>Total Expenditures</b>	<b>2,982,991</b>	<b>2,985,116</b>	<b>3,133,255</b>	<b>3,155,467</b>	<b>3,230,816</b>				
<b>Balance</b>	<b>12,914</b>	<b>73,421</b>	<b>46,702</b>	<b>59,901</b>	<b>61,124</b>				

Note 1: Common School Loan Principal/Interest, Note Payable  
Note 2: Administrative, Special Education Services  
Note 3: Business Services, Payroll  
Note 4: Middle College Program

Fall Creek Academy  
Five-Year Projected Budget 2009-2014  
(Submitted as part of the Charter School Renewal Application 2008)

Version #3: Expansion to 700 students

Student Count

375

375

550

625

700

I. Revenues		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Carryover from previous period		10,000	16,539	41,579	2,937	18,996
Per Pupil Payments		2,485,905	2,535,623	2,939,018	3,357,534	3,791,615
State Grants		180,000	183,600	212,809	243,113	274,544
Federal Grants		320,000	326,400	378,327	432,201	488,079
Private Funds			50,000			
Other (Briefly detail) (Note 5)			241,350		246,177	251,101
<b>Total Revenues</b>		<b>2,995,905</b>	<b>3,062,162</b>	<b>3,863,084</b>	<b>4,281,962</b>	<b>4,824,334</b>
II. Expenditures						
Human Resources						
Director/Principal Salary		85,000	87,560	90,177	92,882	95,668
Supervisors/Lead Teachers Salaries				70,000	72,100	148,526
Teachers (F/T) Salaries		983,369	1,012,870	1,228,256	1,455,104	1,698,757
Teachers (P/T) Salaries		57,518	59,244	91,021	149,752	189,244
Clerical Salaries		67,465	69,489	71,574	73,721	75,932
Custodial Salaries			-	-	-	-
Other (Admin. Staff) Salaries		70,040	72,141	74,305	76,535	78,831
Payroll Taxes		58,920	60,687	73,258	87,756	102,138
Benefits		159,554	164,341	223,900	273,589	327,042
Professional Development		12,500	12,875	14,261	16,089	17,772
Substitute Teachers		10,000	10,300	14,000	15,000	16,000
Board Recruitment			-	-	-	-
Board Development		1,000	1,030	1,061	1,093	1,126
Other Human Resources Expenses			-	-	-	-
<b>Total Human Resources</b>		<b>1,505,366</b>	<b>1,550,527</b>	<b>1,951,813</b>	<b>2,313,619</b>	<b>2,751,036</b>
Facility						
Rent		300,000	300,000	500,000	500,000	500,000
Mortgage						
Renovation/Construction						
Debt Service (please specify outstanding loan obligations) (note 1)		150,000	200,000	150,000	175,000	175,000
Utilities		65,000	66,950	113,959	117,377	120,899
Maintenance		10,000	12,000	14,000	16,000	50,000
Other Facility Expenses		39,000	40,170	55,000	56,650	58,350
<b>Total Facility</b>		<b>564,000</b>	<b>619,120</b>	<b>832,959</b>	<b>865,027</b>	<b>904,248</b>

Fall Creek Academy  
Five-Year Projected Budget 2009-2014  
(Submitted as part of the Charter School Renewal Application 2008)

Version #3: Expansion to 700 students

<b>Materials/Supplies/Equipment</b>									
Textbooks and Other Instructional Supplies	82,500	84,975	89,459	114,736	130,840				
Assessments	10,000	10,300	10,609	10,927	12,461				
Instructional Equipment	10,000	10,300	10,609	10,927	11,255				
Classroom Technology	75,000	25,000	100,000	75,000	75,000				
Office Technology	5,000	5,150	10,000	2,500	1,000				
Instructional Software	20,000	20,000	20,000	20,000	20,000				
Office Software	2,000	2,060	2,122	2,185	2,251				
Library	5,000	5,150	5,305	5,464	5,628				
Office Furniture	500	500	3,000	500	500				
Classroom Furniture	10,000	2,000	75,000	50,000	50,000				
Other Equipment	5,000	5,150	10,000	10,300	10,609				
Copying and Reproduction	7,000	7,210	10,000	11,536	13,155				
Postage and Shipping	2,500	2,575	4,000	4,120	4,244				
Telephone and Fax Lines	6,000	6,160	8,000	8,240	8,487				
Long Distance Telephone Expenses	-	-	-	-	-				
Internet Access	10,000	10,300	15,000	15,450	15,914				
Other Materials/Supplies/Equipment	50,000	51,500	60,278	69,537	71,623				
<b>Total Materials/Supplies/Equipment</b>	<b>300,500</b>	<b>248,350</b>	<b>443,382</b>	<b>411,423</b>	<b>432,967</b>				
<b>Additional Costs</b>									
Contracted Services (Note 2)	240,000	222,000	245,000	249,900	249,900				
Business Services (Note 3)	192,500	198,275	172,500	195,000	215,893				
Insurance	30,000	30,900	45,000	46,350	47,741				
Marketing/Development	10,000	10,300	20,000	20,600	21,218				
Legal Expenses	1,000	1,030	1,061	1,093	1,126				
Accounting/Audit	25,000	25,750	26,523	27,318	28,138				
Transportation	61,000	62,830	64,715	66,656	68,656				
Field Trips	15,000	15,450	15,000	17,304	25,000				
Food Service	-	-	-	-	-				
Other (Note 4)	35,000	36,050	42,195	48,676	55,508				
<b>Total Additional Costs</b>	<b>609,500</b>	<b>602,585</b>	<b>631,993</b>	<b>672,897</b>	<b>713,179</b>				
<b>Total Revenues</b>	<b>2,995,905</b>	<b>3,062,162</b>	<b>3,863,084</b>	<b>4,281,962</b>	<b>4,824,334</b>				
<b>Total Expenditures</b>	<b>2,979,366</b>	<b>3,020,582</b>	<b>3,860,147</b>	<b>4,262,967</b>	<b>4,801,430</b>				
<b>Balance</b>	<b>16,539</b>	<b>41,579</b>	<b>2,937</b>	<b>18,996</b>	<b>22,904</b>				

Note 1: Common School Loan Principal/Interest, Note Payable  
Note 2: Administrative, Special Education Services  
Note 3: Business Services, Payroll  
Note 4: Middle College Program  
Note 5: Common School Loan Revenues



09-05-08

Dear Parents,

It's that time of year again! ISTEP is here. Testing will occur from September 15<sup>th</sup> through September 26<sup>th</sup>, with GQE testing on September 16<sup>th</sup>, 17<sup>th</sup>, and 18<sup>th</sup>. Parents can help in our testing process by ensuring their students get a good night's rest and eat a good breakfast. Also, we ask that parents limit school visitation time to the afternoon, so as not to interrupt testing.

As you know, Fall Creek Academy is a mastery-based school. Therefore, students will take ISTEP based on academic level, not grade level. All high school students grade 10 and above will take the GQE, unless the student already passed. Be advised that high school students must pass the GQE as a requirement for graduation.

If you have any questions feel free to give us a call, and good luck to all students!

Sincerely,

Bernie Veldman  
Test Coordinator

Dr. Anita Silverman  
Principal

**Dana Johnson**

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**From:** teasleygeo [teasleygeo@aol.com]  
**Sent:** Thursday, September 25, 2008 3:25 PM  
**To:** wbruce@doe.state.in.us; krausch@indygov.org; Dana Johnson; Bill Herman; Pam Doyle; Anita Silverman; Allison Collins; cmarson@indygov.org; Kimb Stewart; Angela West  
**Subject:** ISTEP testing and enrollment reporting

Friends,

I just finished a phone call with Wes Bruce at the DOE regarding the question surrounding the grade level the student is enrolled in and the ISTEP test administered to the student. Wes believes what we have done is just fine. Meaning, we have kept the student with his age group even though the student may not be with the rest of his peers academically. He understands that this is consistent with our charter. I shared with him the specific example of the 5th grade aged child being enrolled as a 5th grader for state reporting purposes but that the student took the 4th grade ISTEP because of our charter which states we test at the academic mastery level of the student.

The area that we need to be on the look out for is AYP. We should be prepared to appeal AYP results if we get dinged for participation. Here is why. If we report we have 25 5th graders and we have only 20 students taking a 5th grade ISTEP, the AYP report will look for the other 5 students and not find them, thus ding us for participation. We need 95 percent participation at each grade level to make AYP. However, if those other 5 students took a different test, we should be prepared to prove that. According to Wes, this will be an easy appeal to approve because of our charter.

Wes suggested that we document right now why we gave 36 kids a different ISTEP test than the grade level they are enrolled in and state why for each student. This will make an appeal easy in February.

Wes, if I got any of this wrong, please respond to this email. And, you may indeed receive a call from the Mayor's office, Karega Rausch, to verify/clarify this issue. Thanks again for all of your assistance.

Kevin Teasley  
GEO Foundation  
333 N. Pennsylvania St., #1000  
Indianapolis, IN 46204  
Cell: 317-694-9985  
Direct: 317-713-4238  
Fax: 317-624-0900  
*"10 years of service to children"*

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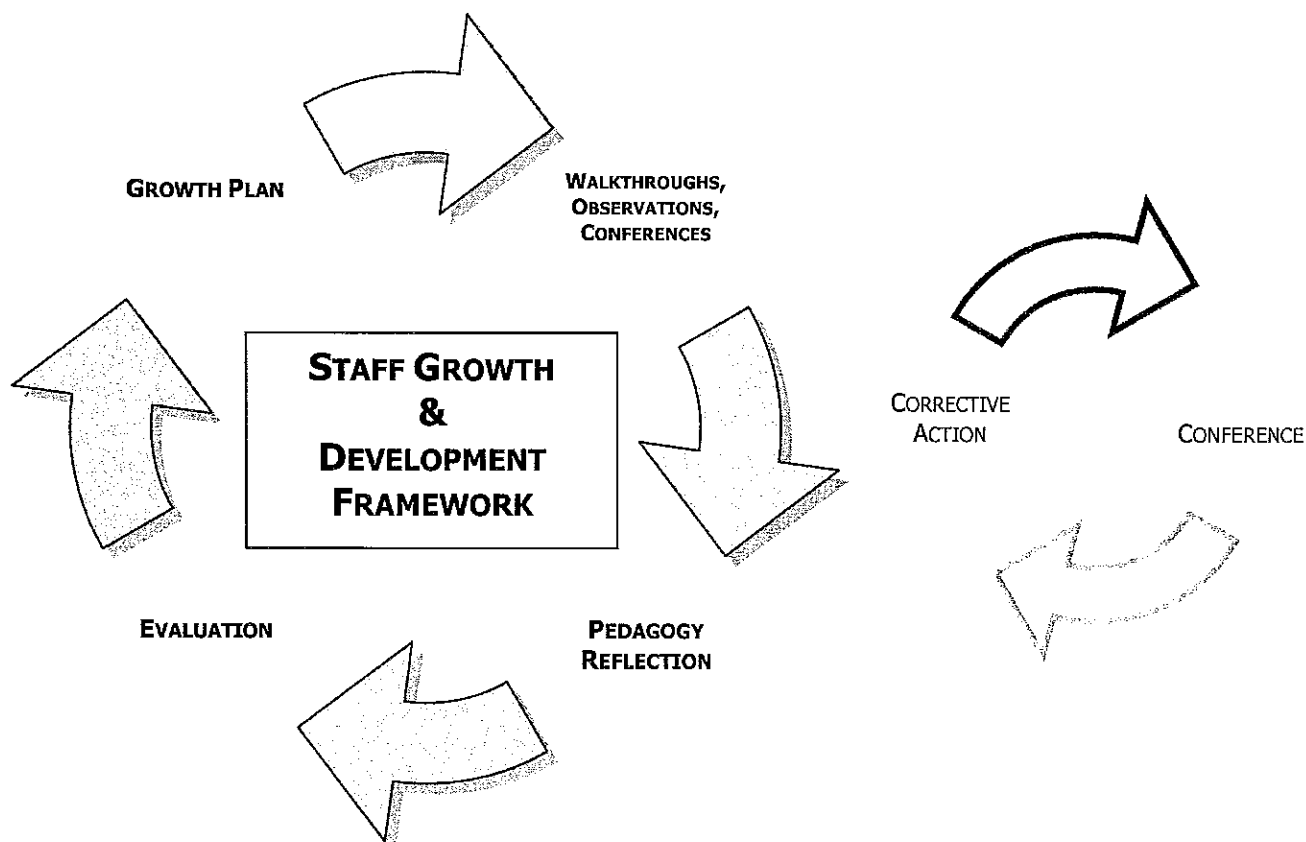
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11/14/2008

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**GEO FOUNDATION GROWTH AND DEVELOPMENT  
FRAMEWORK RESOURCES**

FRAMEWORK	1-2
GROWTH PLAN	3-4
GROWTH PLAN RESOURCES	5
TEACHER PEDAGOGY REFLECTION OUTLINE	6
WALKTHROUGH TOOL	7
CLASSROOM OBSERVATION TOOL	8-11
CONFERENCE LOG	12-13
EVALUATION	14-15
INTASC STANDARDS	16





## **STAFF GROWTH & DEVELOPMENT FRAMEWORK**

### **Components**

- ✓ Growth Plan
  - A plan developed by the staff member in conjunction with leadership team
  - Principal approves final document
  - August 31<sup>st</sup> deadline or within 1 month of hire
- ✓ Walkthrough
  - Informal snapshots of learning environment (3-5 minutes)
  - May be conducted randomly by any member of the leadership team
  - Staff and students should not interact with observer unless asked specific questions
  - Non-evaluative
  - May prompt reflective discussion between leadership and staff member
- ✓ Observation
  - Formal observation of classroom activity
  - May be scheduled or unscheduled
  - 30-60 minutes
  - May be conducted by a member of the leadership team or other staff member
  - Purpose is to provide constructive feedback
  - Conducted at least twice per year by principal for evaluation purposes (deadlines 12/31, 5/1)
- ✓ Conference
  - Meeting between colleagues to provide collaborative feedback and reflection
- ✓ Evaluation
  - Formal evaluation by member of leadership team
  - Rubric based on INTASC Standards
  - Principal approval of final document
  - Conducted at least once per year (deadline is 5/10)
  - Part of personnel file
- ✓ Pedagogy Reflection
  - Presentation of progress toward growth plan goals to leadership team
- ✓ Corrective Action
  - Based on observed data by leadership team
  - Staff member and principal will collaborate on ways to solve reoccurring challenges
  - May restructure goals of growth plan

## GROWTH PLAN

### STUDENT ACHIEVEMENT – SAMPLE MEASURES

- ✓ ISTEP passing rate/point growth
- ✓ NWEA %ile/point growth
- ✓ A+ lessons mastered/grade level completed
- ✓ Writing scores against standardized rubric
- ✓ Other standardized test
- ✓ Coursework grades
- ✓ Assignment/homework completion
- ✓ Passing rates of students in class
- ✓ Credits earned for high school students
- ✓ Attendance rates
- ✓ Behavior referrals

### TEACHER AS A PROFESSIONAL

- ✓ Pursue professional degree or certificate or ongoing education credits
- ✓ Attend professional conferences or workshops
- ✓ Receive training
- ✓ Read professional materials
- ✓ Observe teachers at local schools
- ✓ Active membership in a professional organization
- ✓ Serve on committees
- ✓ Record and critique yourself teaching

### COLLABORATION WITH OTHER PROFESSIONALS

- ✓ Conduct seminar for colleagues
- ✓ Host an educational session for parents or community members
- ✓ Train or mentor another staff member
- ✓ Lead a book study
- ✓ Serve on committees
- ✓ Present information from conference or professional literature to staff members

### LEARNING ENVIRONMENT & SCHOOL COMMUNITY

- ✓ Parent/Community contact
- ✓ Recruit new students
- ✓ Develop materials/programs to help colleagues, students, or community members
- ✓ Serve on committees
- ✓ Plan co-curricular and/or extra-curricular opportunities

### TEACHER PEDAGOGY REFLECTION

- ✓ Plan a presentation (portfolio, PowerPoint, poster) that highlight accomplishments and address major concerns each quarter
- ✓ Showcase progress toward goals
- ✓ Update growth plan to reflect accomplishments and set new goals

## **PEDAGOGY REFLECTION OUTLINE**

- I. **STUDENT ACHIEVEMENT** — Data comes in many forms. It may seem obvious to start with the basics, ISTEP, NWEA, and A+, but then begin to think outside of the box. Attendance, discipline referrals, rubric scores, parent involvement, time spent on task, homework rate, hours of Title I tutoring. All of these are data points that can be measured and used to drive instruction and show student achievement growth.

- a. What data do you use on a regular basis to lead your instruction?
- b. What data do you have that shows the growth of students in your classes?
- c. How have you contributed to the measurable growth of your students?

## **II. TEACHER AS A PROFESSIONAL**

- a. What are the projects and lessons you are proud of this semester?
- b. What stands out in your mind as a teachable moment that you would like to share?
- c. How have you grown as a professional this year?

## **III. COLLABORATION WITH OTHER PROFESSIONALS**

- a. How have you collaborated with other staff members?
- b. What school activities have you been a part of outside of the classroom?
- c. In what professional development opportunities have played a leadership role?

## **IV. LEARNING ENVIRONMENT AND SCHOOL COMMUNITY**

- a. How have you helped to grow the school's team?
- b. Are there any questions that remained unanswered or challenges you would like to address at this time?

WALKTHROUGH TOOL BASED ON THE DOWNEY METHOD

Teacher: Observer: Subject/Level: Date/Time:

Student Orientation to the Work Curricular Decision Points

Walk the Walls Instructional Decision Points

Safety and Health Issues

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WALKTHROUGH TOOL BASED ON THE DOWNEY METHOD

Teacher: Observer: Subject/Level: Date/Time:

Student Orientation to the Work Curricular Decision Points

Walk the Walls Instructional Decision Points

Safety and Health Issues

---

WALKTHROUGH TOOL BASED ON THE DOWNEY METHOD

Teacher: Observer: Subject/Level: Date/Time:

Student Orientation to the Work Curricular Decision Points

Walk the Walls Instructional Decision Points

Safety and Health Issues

---

K

## CLASSROOM OBSERVATIONS BASED ON INTASC PERFORMANCE STANDARDS

Teacher:

Subject/Level:

Date/Time:

Performance Standard	Comments
<p><b>Principle #1:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <ul style="list-style-type: none"> <li>effectively uses multiple representations/explanations of concepts that capture key ideas and link them to students' prior understandings.</li> <li>can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry.</li> <li>evaluates resources and materials for comprehensiveness, accuracy, and usefulness.</li> <li>engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence.</li> <li>develops and uses curricula to see, question, and interpret ideas from diverse perspectives.</li> <li>can create interdisciplinary learning experiences.</li> </ul>	
<p><b>Principle #2:</b> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <ul style="list-style-type: none"> <li>assesses performance to design instruction that meets learner needs and leads to next developmental level.</li> <li>stimulates student reflection on prior knowledge.</li> <li>accesses students' thinking and experiences as a basis for instructional activities (encouraging discussion, listening/responding to group interaction, and eliciting samples of student thinking orally and in writing).</li> </ul>	
<p><b>Principle #3:</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <ul style="list-style-type: none"> <li>identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.</li> <li>uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.</li> <li>makes appropriate provisions for individual students who have different learning needs (time and circumstances for work, tasks assigned, communication and response modes).</li> <li>can identify when and how to access appropriate services or resources to meet exceptional learning needs.</li> <li>seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction.</li> <li>brings multiple perspectives to the discussion of subject matter.</li> <li>creates a learning community in which individual differences are respected.</li> </ul>	

**Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.
- uses multiple teaching and learning strategies to engage students in active learning opportunities and that help student assume responsibility for identifying and using learning resources.
- constantly monitors and adjusts strategies in response to learner feedback.
- varies role in the instructional process (instructor, facilitator, coach, audience) in relation to student need.
- develops a variety of clear, accurate presentations and representations of concepts to encourage critical thinking.

**Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- creates a learning community in which students assume responsibility, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.
- engages students in individual and cooperative learning activities that help them develop the motivation to achieve (relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).
- organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

**Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher:

- models effective communication.
- supports and expands learner expression in speaking, writing, and other media.
- knows how to ask questions and stimulate discussion.
- communicates in ways that demonstrate a sensitivity to cultural and gender differences.
- knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

**Principle #7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

- as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.
- plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- creates plans that are linked to student needs and performance.
- responds to unanticipated sources of input, evaluates plans in relation to goals, and systematically adjusts plans to meet student needs and enhance learning.

**Principle #8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

- appropriately uses a variety of assessment techniques.
- solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, colleagues, and students.
- uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set goals.
- evaluates the effect of class activities, collecting information through observation, questioning, and analysis of student work.
- monitors own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches.
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, to students, parents, and other colleagues.

**Principle #9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

- uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
- draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

**Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- participates in collegial activities designed to make the entire school a productive learning environment.
- makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
- can identify and use community resources to foster student learning.
- establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
- talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- acts as an advocate for students.

Signature of Observer

Date



## EVALUATION BASED ON INTASC STANDARDS

EXEMPLARY	SATISFACTORY	DEVELOPING	UNSATISFACTORY
Exhibits almost all knowledge, dispositions and performances of the standard on a consistent basis. Is an example of a master educator in this standard.	Regularly exhibits many of the knowledge, dispositions and performances of the standard. Satisfactorily fulfills the roles and duties of an educator in this standard.	Shows progress toward gaining knowledge, dispositions and performances of the standard. Is developing the skills needed to be a successful educator in this standard.	Consistently demonstrates a lack of the knowledge, dispositions and performances of the standard. Does not show adequate progress toward goals set for this standard.
<u>Principle 1:</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.			E S D U
<u>Principle 2:</u> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.			E S D U
<u>Principle 3:</u> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.			E S D U
<u>Principle 4:</u> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.			E S D U
<u>Principle 5:</u> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.			E S D U
<u>Principle 6:</u> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.			E S D U
<u>Principle 7:</u> The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.			E S D U
<u>Principle 8:</u> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.			E S D U
<u>Principle 9:</u> The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.			E S D U
<u>Principle 10:</u> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.			E S D U

EXEMPLARY	SATISFACTORY	DEVELOPING	UNSATISFACTORY
Exhibits almost all knowledge, dispositions and performances of most of the standards on a consistent basis. Is an example of a master educator in all standards.	Regularly exhibits many of the knowledge, dispositions and performances of many of the standards. Satisfactorily fulfills the roles and duties of an educator in most of the standards.	Shows progress toward gaining knowledge, dispositions and performances of the standards. Is developing the skills needed to be a successful educator in some of the standards.	Consistently demonstrates a lack of the knowledge, dispositions and performances of the standards. Does not show adequate progress toward goals set for the standards.

Comments:

Signature of Supervisor

Date

Signature of Teacher

Date

Monday, November 10, 2008

8:00 – 8:30	<b>Morning Meeting</b> <ul style="list-style-type: none"> <li>Greeting/Attendance</li> <li>Morning Message</li> <li>Sharing</li> </ul>	Standards Based
8:30 – 9:45	<b>Guided Reading:</b> Jupiter, Neptune, Pluto <b>Focus:</b> Nonfiction Texts <b>Standards:</b> LA 2.2.1, 2.2.2, 2.2.3, 2.2.5  <b>Projects:</b> Saturn, Mercury (1/2 in lab, ½ with Sena, then switch after 40 minutes) <b>Project:</b> Finish Planet Posters	
9:45 – 11:00	<b>Math</b>  <b>Objectives:</b> <b>Earth:</b> Add/Subtract two digit numbers up to 100 without regrouping (2.2.1 & 2.2.2) <b>Sun:</b> Understand and use the inverse relationship between addition and subtraction (2.2.4) <b>Moon:</b> Understand and use the inverse relationship between addition and subtraction (2.2.4)  <b>Sena:</b> Math Timed Test, practice spelling words on back, if time Follow rotation schedule on board	
11:00 – 12:00	<b>Lunch/Recess</b>	
12:00 – 12:30	<b>Gym</b>	
12:30 – 1:30	<b>Language Arts</b> <b>Objective:</b> Introduce spelling words and theme to students.  12:40 – 1:00 → Writing Group 2 / Writing Group 1 – Lab w/ Mrs. H <ul style="list-style-type: none"> <li>Introduce spelling words/vowel patterns <i>ue, ui</i> (2.6.9)</li> <li>Introduce theme, pg. 106 TE</li> </ul> 1:10 – 1:30 – Writing Group 1 / Writing Group 2 – Lab w/ Mrs. H <ul style="list-style-type: none"> <li>Introduce spelling words/vowel patterns <i>ue, ui</i> (2.6.9)</li> <li>Introduce theme, pg. 106 TE</li> </ul>	
1:30 – 2:00	<b>Music</b>	
2:00 – 2:10	<b>Snack</b>	
2:10 – 2:40	<b>What is Veteran's Day?</b> <b>Objective:</b> Students will understand what veterans day is and why it is important.  <ul style="list-style-type: none"> <li><a href="http://www.va.gov/kids/k-5/multicontent_dtl.asp?intPageID=3&amp;intSideBoxID=63&amp;currentgrp=&amp;currentPage=1">http://www.va.gov/kids/k-5/multicontent_dtl.asp?intPageID=3&amp;intSideBoxID=63&amp;currentgrp=&amp;currentPage=1</a></li> </ul>	
2:40 – 2:50	<b>Get ready for dismissal/Pack up/Clean up</b>	
2:50	<b>Dismissal</b>	

### **Writing an Inaugural Address**

Although the president is elected in November, he does not take office until January 20<sup>th</sup>. The day on which he takes office is called Inauguration Day. On that day, the new president takes the oath of office and delivers an inaugural address to the nation. This speech outlines the president's immediate and long-term goals for his first term in office.

You will assume the role of the next president of the United States and write and deliver an inaugural address as if you were that person. Remember that this is NOT a campaign speech; you are already president. The purpose of an inaugural address is as follows:

- To honor the solemn occasion of a transfer of power in government
- To rally the enthusiasm of the people
- To describe your goals and intentions for your first term – What do you plan to accomplish
- To give the people an idea of who you are and how you will handle the job of being president

### **Requirements**

1. Provide a typed copy of your speech
2. The length of the speech should be about 2-3 minutes
3. In your speech you should include the following:
  - Thank the voters, people that worked on the campaign, family members, etc.
  - Discuss the honor of becoming the 44<sup>th</sup> President of the United States
  - Attempt to instill a sense of confidence and enthusiasm with the American people over your election
  - Talk about your background and how you believe you are capable of handling the challenges that confront America
  - Make the people aware of what you want to accomplish during your first term as president
  - Include some type of a closing that will inspire Americans over having you as their next president
4. All speeches will take place on Friday, November 7<sup>th</sup>

### **Evaluation:**

1. Submission of a typed copy of the speech (5 Points)
2. Ability to address all components listed in point 3 of the requirements (25 Points)
3. Length of speech (10 Points)
4. Delivery of the speech – Pace, eye contact, professional quality (10 points)
5. You may earn some bonus points if you wear dress attire to represent yourself as the president

## **Inaugural Address Evaluation**

Name \_\_\_\_\_

Date \_\_\_\_\_

Total Score \_\_\_\_\_

**Copy of Speech**      (5 Points) \_\_\_\_\_

**Addressing Components**      (25 Points Total) \_\_\_\_\_

- Thanking the voters, people that worked on campaign,  
Family, etc. (5 Points) \_\_\_\_\_

- Discussing honor of being 44<sup>th</sup> President (5 Points) \_\_\_\_\_

- Background and capability of handling the challenges confronting  
America (5 Points) \_\_\_\_\_

- What you want to accomplish, your agenda (5 Points) \_\_\_\_\_


- Instilling confidence with American people and a closing that  
Inspires Americans (5 Points) \_\_\_\_\_

**Length of Speech** (2-3 minutes)      (10 Points) \_\_\_\_\_

**Delivery of Speech** (10 Points) \_\_\_\_\_

- Eye Contact, pace, professional quality, reading off speech

**Dressing as the President** \_\_\_\_\_

	Work Exhibits	6 Advanced	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Not Yet	Comments
<b>Ideas:</b> Content, Concepts & Focus	✓ Originality of ideas							
	✓ Fully accomplishes all aspects of the task							
	✓ Focus is on a complete event, developed topic, or story							
	✓ Relevant and accurate details that support the main idea							
	✓ Evidence of the writing process							
<b>Organization</b>	✓ Introduction, body, conclusion are present and well developed							
	✓ A logical sequence or order							
	✓ Paragraphs have clear main idea or theme and appropriate transition							
	✓ There is a cohesive flow to the piece that matches the purpose of the task							
	✓ Pacing fits the length and requirements							
<b>Style:</b> Word Choice, Audience, Voice, Structure & Sentence Fluency	✓ Meaning enhanced through vivid language that is natural, effective, and appropriate							
	✓ Evidence of the writer's point of view							
	✓ Sense of audience/purpose is reflected							
	✓ Variation and flow of sentence patterns and length							
	✓ Writing technique reflects ability to engage the reader							
<b>Conventions:</b> Spelling, Grammar & Presentation	✓ Complete sentences with correct punctuation and capitalization							
	✓ Standard spellings of grade-level words							
	✓ Frequency of grammar errors is minimal for level and does not impact understanding							
	✓ Paragraphing and spacing are correct							
	✓ The format, appearance, and presentation enhances understanding and connection to message							
<b>Total</b>								

Sample Rubric

Core 4

**FW: DOE-PD Grant : Professional Development Grant**

Anita Silverman

**Sent:** Friday, November 14, 2008 2:13 PM

**To:** Bill Herman

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-----Original Message-----

From: Paul Boughner [mailto:boughner@doe.in.gov]

Sent: Friday, October 03, 2008 10:11 AM

To: Anita Silverman

Subject: DOE-PD Grant : Professional Development Grant

Anita Silverman

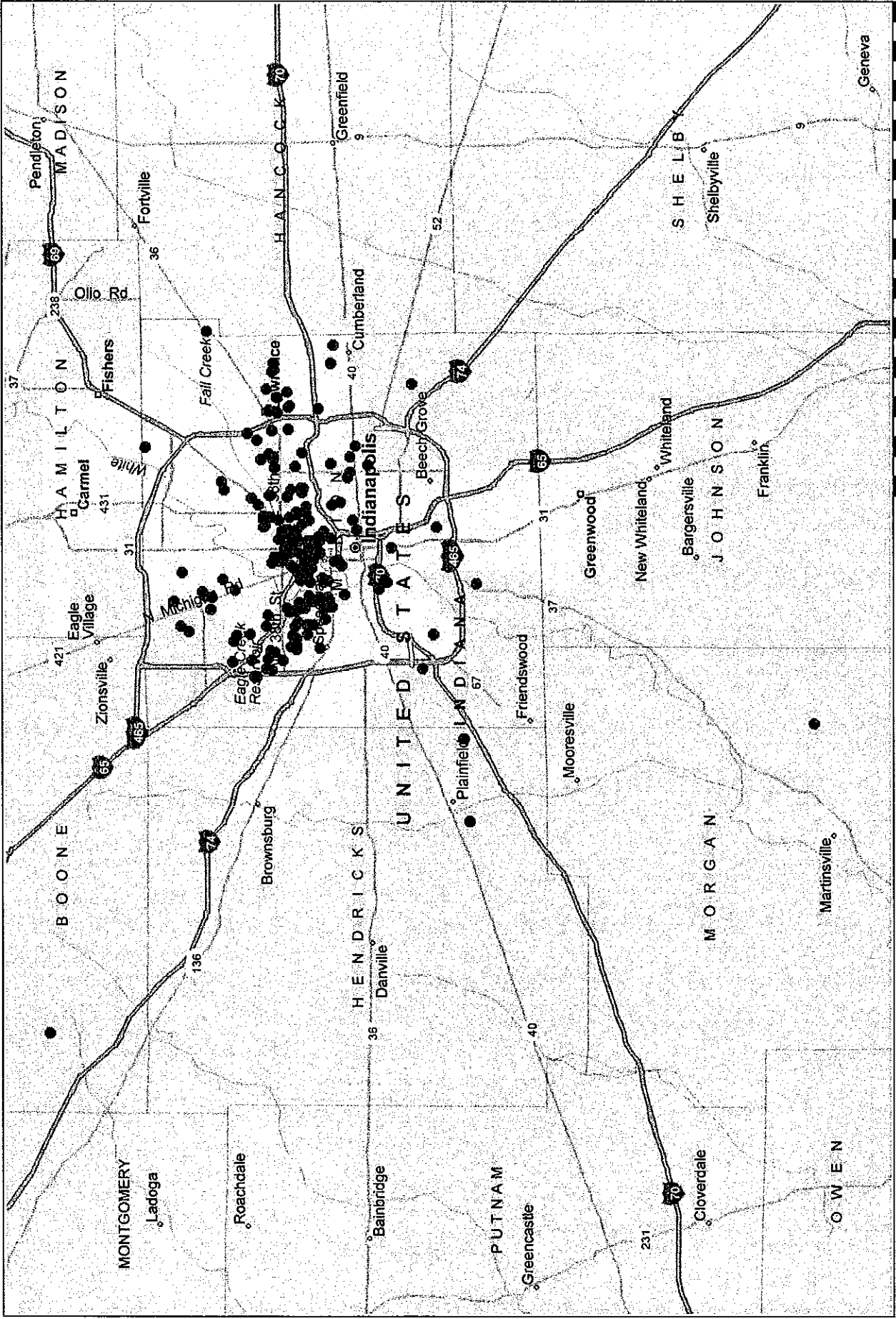
Fall Creek Academy

Your grant has been approved. Don't forget to mail your assurance form and grant expenditure list for expenses you used on professional development money during 07-08 on last years grant.

Paul Boughner  
800-894-4044

✓

# 2007-2008 School Year 21st Century Charter School at Fall Creek - Student Population





## **School Leadership**

**Chief Academic Officer:** Mr. Bill Herman is Vice President and Director of Schools for the Greater Educational Opportunities Foundation. This is his 30th year in education, having been a teacher, building principal, and currently serving as the Director of schools. In this role he works with building principals and teachers focusing on student achievement and continuous school improvement. His past experiences includes leading a nationally recognized “Blue Ribbon School” and serving for 5 years as the President of the Archdiocesan Principals Association.

**Principal:** Dr. Anita Silverman has been the principal of Fall Creek Academy since June 2008. Prior to joining Fall Creek Academy, she served as an administrator for Indianapolis Public Schools for ten years as a Dean, Principal and Director of Alternative Options. She did spend one year as the Principal of Perry Meridian High School. Prior to becoming an administrator, she was a teacher on the south side of Chicago. Dr. Silverman earned her doctorate from Ball State University, her MA from Governor’s State University and her BS from The Ohio State University. Her dissertation research topic was cultural competency.

**Student Services Coordinator:** Bernie Veldman has been the student services coordinator at Fall Creek Academy since August 2008. Prior to joining Fall Creek Academy, she served as a social worker for Indianapolis Public School for twelve years. She has great expertise in the area of working with families and counseling. Ms. Veldman earned her BS and MSW from Indiana University, Bloomington.

**Title I Director:** Patricia Heinzelman recently became the Title I Director at Fall Creek Academy in October 2008. Prior to October, Mrs. Heinzelman worked for Indianapolis Public Schools as a mathematics teacher for 5 years and was an ESL assistant for 3 years. She was also an academic counselor and developmental math teacher at IUPUI for twenty years. Ms. Heinzelman has a strong understanding of Title I regulations. Her wide range of abilities have been a great addition to Fall Creek Academy.

**Director of Curriculum:** Mary Simons is serving in her second year as the Fall Creek Director of Curriculum. Mary served two years as a high school English teacher with our schools and recently has completed her administrator’s license. She is a graduate of Central Michigan and has a principal’s license from IUPUI .

## **Board Description and Responsibilities For Fall Creek Academy**

More than 550 students attend the Fall Creek Academy and the Fountain Square Academy combined. These two schools share a school board and provide a unique opportunity for families living in Indianapolis to obtain an excellent K-14 education. The schools partner with Ivy Tech Community College and Marian College and begin with the end in mind—a college education for each of their students. The Fall Creek Academy begins with free full-day kindergarten. The Fountain Square Academy begins with fifth grade. Both schools go through 12<sup>th</sup> grade and through their partnership with Ivy Tech, students can receive not only their high school diploma, but their two-year associates degree upon their high school graduation.

Board members serve as ambassadors to the community, sharing our mission and program and are asked to help the schools develop programs and resources for the schools. Board members review, amend and approve the schools' budgets and school policies and they hold the schools' management accountable for results. The schools are managed by a non-profit organization, the GEO Foundation. The board currently meets once every other month during the school year—or six times a year.

The Fall Creek Academy, located at 25<sup>th</sup> and Capitol, is one of the city's first charter schools and is up for contract renewal this year with the Mayor of Indianapolis. The Fountain Square Academy is in its fourth year of operation and is housed in a former warehouse on the city's near south side.

The principal of the Fall Creek Academy is Dr. Anita Silverman. The principal of the Fountain Square Academy is Sister Pam Doyle. Both are licensed professionals. The schools face great challenges in the populations they serve. However, we embrace this challenge. It is our mission to serve students who have been ill served by the traditional system. We do not seek to expel students, but rather to work to go the extra mile to turn lives around and point them in the direction of success. The Fall Creek Academy was noted by the state as the most improved school in Indianapolis in 2007 and 5<sup>th</sup> most improved school in the state. The school will graduate its first class in 2009 and every student will have at least 15 college credits upon graduation. Fountain Square Academy graduated their first students in 2008 and 3 of the 4 are currently enrolled in the University of Indianapolis while the fourth student is sitting out a year before heading to college.

The Fall Creek Academy serves 354 students and has a waiting list of more than 200. The Fountain Square Academy serves 215. Both schools have populations greater than 70 percent free lunch qualified and they share a student transportation system. Current members of the board include Jan Diggins of Citizens Gas, Mike Gorsline of Ivy Tech, Roxanne Anderson of Regions Bank, Mike Sutton of Infrastructure Solutions, Mark Bowell of DMB Marketing, Mary Chalmers of the City of Indianapolis, Rollin Dick of MH Equities, Kent Smith, City of Indianapolis Council, and John McShea of St. Vincent's Hospital. Tom Zupancic of the Indianapolis Colts and Abdul Shabazz of News Talk 1430 AM radio, serve as advisory board members.